

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date, stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION FEB -5 PM 1:06 </div>
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Southwest Preparatory School District	015807		
Vendor ID #	ESC Region #		
74-2875825	20		
Mailing address	City	State	ZIP Code
1258 Austin Hwy	San Antonio	TX	78209

### Primary Contact

First name	M.I.	Last name	Title
Christinn	C	Jean	Associate Superintendent
Telephone #	Email address		FAX #
210-829-8017	Christinn.jean@swprep.org		210-829-8514

### Secondary Contact

First name	M.I.	Last name	Title
James	K	Neal	Deputy Superintendent
Telephone #	Email address		FAX #
210-829-8017	James.neal@swprep.org		210-829-8514

### Part 2: Certification and Incorporation

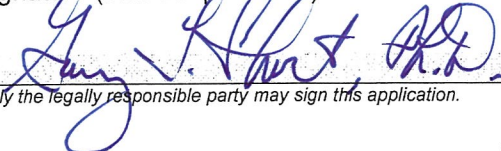
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Gary	L	Short, Ph.D.	Superintendent
Telephone #	Email address		FAX #
210-829-8017	Gary.short@swprep.org		210-829-8514

Signature (blue ink preferred)

Date signed



*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Southeast Campus, 015-807-002 and Northwest Elementary Campus, 015-807-101

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Southwest Preparatory School District is an open enrollment charter school serving residents of Bexar and it's contiguous counties since 1998. Southwest Preparatory School (SWPS) instructional staff and students are ready to reach next level in 21<sup>st</sup> century skills as well as advance in proficiency in each of the core subjects of Reading, Math, Science, and Social Studies. Through the proposed 2018-2019 Technology Lending Program, students will be provided access to technology resources necessary to develop a deeper, more complete understanding of the complex concepts in every subject – at the same time that it will prepare our students for the increasingly complex and competitive 21<sup>st</sup> century work environment.

Southwest Preparatory School District serves approximately 908 students grades PK to 12. With a growing population which is currently 77.2% economically disadvantaged, 78.4% At-Risk, 12% Limited English Proficient, and 72.4% Hispanic. At the Southeast Campus, the population mirrors the District with 90.2% economically disadvantaged, 80.8% At-Risk, 10.3% Limited English Proficient, and 69.2% Hispanic. The populations at the Northwest Elementary campus differ slightly: 90.6% economically disadvantaged, 85.6% At-Risk, 27.5% Limited English Proficient, and 90.6% Hispanic. Overall, many students have little access on a regular basis to reliable information about the world, except what is provided by the school and through social media. In other words, students are not provided with reliable up-to-date information about potential future opportunities and expectations.

To fill this gap, SWPS has implemented a variety of activities including athletics, academic and social clubs, and academic intervention for any struggling student, parent outreach, and college and career readiness activities. The provision of immediate assistance to any student not performing at or above state expectations in the core content areas has provided academic growth. However, these activities will not be enough to close the achievement gap between current achievement levels and the goals for the rigorous STAAR assessment standards as well as additional subject area assessments implemented at SWPS. The district has realized that students need 24/7 dedicated, personalized access to the applications and curriculum materials which can further their academic success in the coming years.

The curriculum adjustments and intervention programs that SWPS has implemented in the past have been successful, however, with the rigorous STAAR standards and the fact that the most effective curriculum materials are now on-line, the district needs to make a change. 2017 STAAR results show our students are at 53% proficiency in Reading, 46% proficiency in Math, 34% proficiency in Writing, 59% proficiency in Science, and 48% proficiency in Social Studies, which is a slight improvement over 2016 results but not up to the state accountability standards. We realized we have to make a change if we want to reach the college proficiency level for our students. Considering the success we have had in providing effective interventions, SWPS knows that we have the talent, management capacity, and resilience to implement a successful program. However, we do not have the funds to fully implement the program to the level needed for our students' success.

The program which Southwest Preparatory proposes is not just to put "cool gadgets" in the hands of our children. The program is a comprehensive program of in-class and out-of-class intervention activities and training for students, teachers, and parents. The focus is on our students and their development. The current curriculum materials are many and varied – including ebooks for a majority of our curriculum, Discovery Education Streaming, Edmentum products (Reading Eggs, Exact Path, Plato, and ESL Reading Smart), Worldbook Online, and other high quality, scientifically research based web resources/software. The goal is to reach students in the ways that they learn best – through dynamic, engaging materials which they can use and which they find relevant. We are ready to go and looking forward to becoming even more skilled in our instruction using every technological resource that we can effectively manage as well as adding additional engaging software for our student to utilize for interventions.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program that SWPS proposes will provide a device with access to the ebooks, electronic intervention resource materials and programs to targeted students who attend Southeast Campus and Northwest Elementary Campus.

The process for issuing the hardware will involve training for teachers, parents and students, agreements and check out forms, as well as use of a tracking system which allows the District to manage which web sites and resources are available to students through the devices. The curriculum resources which will be provided through the program will be an invaluable asset to our teachers and students for both classwork and homework as they will be able to view videos and complete the homework before they come to class which will allow teachers additional instructional time to help students when they are struggling.

The district has been using IMA funds for the purchase of ebooks across all content areas for the past few years. District Technology Director, and technology support staff have already been systematically collaborating with and training our teachers on the new technologies and curriculum materials through intensive sessions. Southwest Preparatory School is planning a technology boot camp to be scheduled in the summer 2018. Assigned campus staff along with the committees will make sure that the program meets the needs of both teachers and students by including applications such as Discovery Education Streaming, Edmentum products (Reading Eggs, Exact Path, Plato, and ESL Reading Smart), Worldbook Online, and other high quality, scientifically research based web resources/software.

SWPS has a history of success with technology. Several years ago, SWPS purchased devices which are utilized throughout the school on a regular basis. And, every classroom features an interactive whiteboard and student computers with internet access as well as additional hardware such as document cameras to support instruction. These technological advances combined with the advances in curriculum content which is available through technology have propelled SWPS into the future on campus but with this grant funding, we will be able to take this program one step further by providing access for students off-site which will provide additional engagement, deeper understanding, and enhanced learning opportunities.

Legal documents and policies are in place for the successful launch of the 2018-2019 Technology Lending program. SWPS has prepared the Acceptable Use Policy and will develop a lending agreement which are essential for this program to truly serve the students and community at a high level. In addition, through our systematic technology training and support and the district IT Team, SWPS has trained staff identified and functioning at each campus who will support our teachers and students with staff development as needed. Establishing clear benchmarks in technology for faculty and students makes the program even stronger. SWPS has clear installation timelines, clear roles and responsibilities, and a clear need for the program to provide access to our targeted populations.

SWPS is strong in reviewing and evaluating programs to make mid-course corrections, as needed. Many times, the details of a program cause the most trouble. We have found that through collaboration and systemic review (surveys, discussions, observations), most challenges can be easily identified and overcome. The 2018-2019 Technology Lending program has well-established deadlines, timelines and benchmarks as well as clearly defined roles and responsibilities which will make the program an extremely productive program for our students. Through this program, we will set the foundation for future success in high school and college for our students.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 015-807			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$21,600	\$150	\$21,750
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$28,080	\$150	\$28,230
Total direct costs:			\$49,680	\$300	\$49,980
Percentage% indirect costs (see note):			N/A	\$10.11	\$10.11
Grand total of budgeted costs (add all entries in each column):			<b>\$49,680</b>	<b>\$310.00</b>	<b>\$49,990.11</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$49,990.11
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7,499
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 015-807		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Internet Service Provider for Monthly Internet Access (10 months)	\$21,600
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$21,600
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a and b) Grand total</b>		<b>\$21,600</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-district number or vendor ID: 015-807		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-district number or vendor ID: 015-807		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-district number or vendor ID: 015-807			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1	Hotspots	108	\$70	\$7,560
2	Computing Device	108	\$190	\$20,520
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$28,080</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	701	77.2%	2016-17 TAPR
Limited English proficient (LEP)	207	22.8%	2016-17 TAPR
Disciplinary placements	27	2.2%	2016-17 TAPR
Attendance rate	NA	91.8%	2016-17 TAPR
Annual dropout rate (Gr 9-12)	NA	0.4%	2016-17 TAPR

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
55	61	64	44	60	64	53	53	66	85	81	93	64	65	908

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process that has been implemented at SWPS was established utilizing 2017 TAPR performance data and questionnaires from various community stakeholders. This information, along with the District Technology plan and Campus Improvement plan, has served as a guide, to help establish identifying the needs of SWPS as well as provided a clear model from which to prioritize the needs identified.

The first need identified: 24/7 access will be provided by the procurement of additional devices which would not be available without the acquisition of the 2018-2019 Technology Lending Grant funds. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices. The process used in identifying this need involved researching how feasible it will be to provide a reasonable cost internet access to the targeted students. Once pricing was obtained, it allowed SWPS to establish an accurate budget to account for this need.

The second need identified: to increase achievement in core curriculum areas of Math, Science, Reading, Writing, and Social Studies. This can be accomplished through personalized learning and progress monitoring based on the student performance data. SWPS administrators, through the disaggregation of data, have identified students who are in need of additional support and are considered economically disadvantaged. Via home surveys provided to all families, students lacking internet access at home were identified. Those students in need of the additional support and lacking internet access at home will be the focus of this program.

The third need identified: providing 1:1 access to eBooks, curriculum, and electronic resources. SWPS began moving to a technology enriched environment by implementing 1:1 devices for targeted students to obtain valuable knowledge in the dissemination and implementation of device use. Through the use of observations, surveys, lessons learned from the initial device and technology deployment, SWPS developed a plan to ensure the delivery of curriculum via the internet and the use of online technology resources that will make it available to targeted students focusing on the core curriculum with the acquisition of grant funds. Teachers and administrators met to discuss which online curriculum and electronic resources best fit the districts' mission.

The fourth need identified: to increase proficiency in 21st century skills and technology in order to prepare students for increasingly complex work environments. The district envisions that whatever the students' academic career path may be, by exposing students to 24/7 access to web driven curriculum within their own homes and enabling those students who traditionally otherwise may never own a laptop or tablet and would not have home internet access, will now have that exposure. SWPS would like to ensure that their students will have a fair and equitable opportunity to compete in the ever-increasing technology driven work industry of the 21st century.

The fifth need identified: systematic induction and ongoing professional development for key staff, students, teachers, and parents on digital citizenship and technology applications including eBooks, laptops, email, and other software for success in 21st century work environments. The process used to identify this need involved the use of surveys to various stakeholders and soliciting the parents and administrators for their perceptions of how the devices will be used at school and at home. The data was used to ensure that a professional development plan will be a central component of the program. This plan will be regularly reviewed and adjusted to meet the needs of staff, students, and parents based on the on-going surveys, monitoring, and feedback. Reports will be provided periodically to all stakeholders.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students need 24/7 online access to ebook, curriculum, and other critical tools for student learning.	24/7 access will be provided by the procurement of additional devices which would not be available without the program. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices.
2.	To increase achievement in core curriculum areas of Math, Science, Reading, Writing, and Social Studies.	Increased access to high quality online curriculum, personalized learning programs in core subject areas, and ongoing monitoring will increase student achievement in each of the core curriculum areas.
3.	Targeted students need 1:1 access to ebooks, curriculum, and electronic resources.	1:1 access will be provided by the procurement of additional devices through grant funds.
4.	Students need to be proficient in 21 <sup>st</sup> century skills and technology to be prepared for an increasingly complex work environment.	Technology proficiency assessments at regular intervals throughout the grant program combined with regular training and monitoring of students, teachers, and parents will ensure that students have increased technological proficiency in the targeted technological skills.
5.	Key staff, students, teachers, and parents will need systematic induction and ongoing professional development on digital citizenship and technology applications including ebooks, devices, email, and other software for success in 21 <sup>st</sup> century work environments.	The professional development plan will be a central component of the program. This plan will be regularly reviewed and adjusted to meet the needs of staff, students, and parents based on the surveys, monitoring, and feedback. Additionally, training and ongoing support for students, teachers, and parents will ensure effective use of the devices.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Administrator	Required: Bachelor's degree, evidence of strong organizational skills, experience managing federal grants/programs; Preferred: background in technology, valid Texas Teaching Certification and Administrative Certification or Master's degree
2.	IT Director	Bachelor's degree from an accredited IHE; major course works in computer science, business administration, or a related field; Masters degree in computer science or information systems management is desirable. Five years of job-related experience with demonstrated competence.
3.	Help Desk	IT Certification required; Bachelor's degree from an accredited IHE; major course works in computer science or a related field preferred; Relevant job-related experience with demonstrated competence.
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Access to Curriculum Resources for 24/7 Real Time Access	1. Procure and install ebooks, software on Devices	05/01/2018	09/01/2018
		2. Provide induction training to instructional staff	08/15/2018	09/01/2018
		3. Provide induction training to teachers/students	08/15/2018	09/01/2018
		4. Provide access to and use of ebooks, videos	09/01/2018	08/31/2019
		5. Provide ongoing training and monitoring	10/01/2018	08/31/2019
2.	Increase Student Technology Proficiency to Prepare for 21 <sup>st</sup> Century Careers	1. Establish student technology proficiency levels	05/01/2018	05/31/2019
		2. Establish teacher technology proficiency levels	05/01/2018	05/31/2019
		3. Provide ongoing training for students and teachers	08/15/2018	08/31/2019
		4. Implement, monitor, and adjust PD plan	08/15/2018	08/31/2019
		5. Evaluate proficiency levels of new students/staff	09/01/2018	05/31/2019
3.	Increase Student Progress & Engagement in Core Subject Areas	1. Establish baseline performance in Core Subjects	06/15/2018	01/31/2019
		2. Review online curriculum tools w/teachers	08/31/2018	05/31/2019
		3. Administer benchmarks in Core Subjects	12/01/2018	03/31/2019
		4. Survey students every 9 weeks on implementation	10/01/2018	05/31/2019
		5. Evaluate progress in core subject areas	10/31/2018	05/31/2019
4.	1:1 Access to Maximize Instructional Time In/Out of Classroom	1. Procure, configure, install, inventory devices	05/01/2018	05/31/2019
		2. Train all staff on programs, policies, and procedures	08/15/2018	12/01/2018
		3. Train all students/parents policies, and procedures	08/31/2018	12/01/2018
		4. Provide ongoing monthly training	09/01/2018	05/31/2019
		5. All identified students have daily access to Devices	08/31/2018	05/31/2019
5.	Improve PD Plan for Students, Teachers, and Parents	1. Review 1:1 PD plan with teachers	08/15/2018	05/31/2019
		2. Implement 1:1 PD Plan with Teachers	08/15/2018	05/31/2019
		3. Implement 1:1 PD Plan with Students	08/31/2018	05/31/2019
		4. Implement Parent Outreach and PD Plan	09/01/2018	05/31/2019
		5. Evaluate and Revise PD Plan quarterly	12/01/2018	08/31/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SWPS monitors the attainment of goals and objectives on a regular basis through the campus and district planning committees and district technology committee. Committees meet no less than once per quarter to review progress on the specific objectives and timelines associated with each program listed in both the district and campus plan and the district Technology Plan. Each program operates according to the state and federal requirements of the programs whether it be the Title I, Title II, IDEA-B, Special Education, English as a Second Language, or Career and Technology Education. Each program has a clear management structure and clear lines of authority so that changes to the program can be made and approved by the committees and, if necessary, decisions can be presented to the Superintendent for approval quickly and efficiently, as needed, within the lines of authority. Because each program director has training, expertise, and experience in their field, they are knowledgeable about the policies and procedures governing each of these provide important feedback and decision-making committees.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SWPS is working to implement a 1:1 program and has allocated significant time and material resources to meet this goal. However, the funds are insufficient at this time to implement a lending program unless additional funds are made available through the 2018-2019 Technology Lending Program grant. A technology plan was drafted to work toward a phase-in of end user devices at a 1:1 ratio to improve student achievement in Reading, Writing, Math, Social Studies, and Science as well as to improve student technological proficiency. Through the lending program, students will have much needed access to videos and more dynamic and engaging instructional materials which can be accessed both at school and at home. Without the lending program, students would have little or no access at home, would have less access at school, and would not be able to personalize their device to meet their learning needs. As part of the implementation of this plan, the district IT Department will provide training and support to campus staff who are strong in technology skills so they may provide training and day to day support for students, teachers, and staff at the campus level as well as parents as needed. The district, over the last five years has purchased with IMA funds new textbooks with the ebook format as well as other instructional materials to support the program. The grant funds will provide the initial investment in the student user devices (laptop/tablets/ereaders) which are necessary to maintain the 1:1 program.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student, Staff, and Parent – Beginning and End of Year Surveys	1.	Objective 1 Increase Access to Curriculum Resources for 24/7 Access
		2.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		3.	Objective 5 Improve PD System for Students, Teachers, and Parents
2.	TEKS Based Technology Proficiency Assessments	1.	Objective 2 Increase Student Technology Proficiency
		2.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		3.	Objective 4 Provide 1:1 Access to Maximize Instructional Time In/Out of Classroom with Personalized Learning Program
3.	Staff/Parent/Student Focus Group – End of Each Year	1.	Objective 5 Improve PD System for Students, Teachers, and Parents
		2.	Objective 1 Increase Access to Curriculum Resources for 24/7 Access
		3.	Objective 3 Increase Student Progress & Engagement in Core Subjects
4.	Math/Science/ELA/Social Studies/Writing Benchmarks in Target Areas	1.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		2.	Objective 4 Provide 1:1 Access to Maximize Instructional Time In/Out of Classroom with Personalized Learning Program
		3.	Objective 2 Increase Student Technology Proficiency
5.	PD Surveys – At End of PD Sessions/Induction Sessions	1.	Objective 5 Improve PD System for Students, Teachers, and Parents
		2.	Objective 2 Increase Student Technology Proficiency
		3.	Objective 3 Increase Student Progress & Engagement in Core Subjects

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for collecting data included in the evaluation design will involve the use of student, staff, and parent surveys. The purpose of the surveys is to establish a beginning of year baseline and make objective data-driven decisions that reflect the perceptions of the stakeholders in this program. End of year focus groups will be used to generate data that identifies problems with the project delivery and identify possible corrections to the deficiency(ies). The use of benchmark data will be used to analyze the impact of device use by targeted students enabling the district to be better prepared to identify successes and problems and make proactive corrections where necessary. TEKS based assessments will be used to ensure that adequate knowledge transfer and applicable understanding is demonstrated through satisfactory performance by the targeted students. Professional development surveys will be used at the end of each session in order to address problems such as knowledge gaps in the understanding of the expectations, the delivery of e-content, and adjustments to the delivery and content within the professional development. Program level data to include student state assessment results derived from TEA campus performance reports, the use of data disaggregation software to generate data on the performance and achievement of the targeted students will be reviewed to assess device/1:1 access impact. The process will be on going and sustained in order to identify and make corrections throughout the course of the grant.

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**Schedule #16— Responses to Statutory Requirements**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SWPS has been working on creating a 1:1 learning environment. Our technology is driven by the academic needs of the students. All teachers have a dedicated computer for their use in the classroom.

Currently SWPS has 6 campuses: four of which have a 1:3 ratio of students to computer access and two campuses, Southeast and Northwest Elementary, have a ratio of 1:6, most of which are non-portable lab computers. Southeast has 20 portable computers that can be checked out to a classroom for instruction. Northwest Elementary has 15 portable computers that they can be checked out to a classroom as needed for instruction. In many classrooms, students have access to the computers for online learning programs and testing, with specialized environments at some campuses for students who are behind their graduating cohort for credit acquisition.

Our campuses are interconnected via a hub and spoke design with a CIPA compliant filter with the District serving as the hub. Currently we have smartboards in 95% of the classrooms, and each classroom has wifi access for network connectivity. Our goal is to get to a 1:1 learning environment and give students the ability to share in teaching lessons and ideas in a collaborative classroom environment.

Funding from the following sources including IMA, erate, and local funds are coordinated to maximize the impact on student learning. IMA funds are being used to purchase curriculum materials such as ebooks for the personalized learning devices. The erate funds are used for bandwidth and infrastructure to be able to handle the increase in technology demands. Local budget has been used to purchase additional applications, ebooks, and materials to maximize the device use as an instructional tool as well as additional broadband capabilities. In addition, local funds are used to provide designated campus technology support staff who provide training and technical support for the current program. Professional development budgets have been set to provide the staff with an intensive Annual Retreat including induction activities to prepare staff for using the technology, curriculum, and instructional tools.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the campus and district comprehensive needs assessments which drive the Campus and District Improvement Plans, as well as the District Technology Plan, a need was identified for targeted students to have access to curriculum and personalized learning plans outside of the school setting. Access to interactive curriculum, internet, and additional online academic resources such as e-libraries can be challenging outside of the school setting, based on the student's economic status. The 2018-2019 Technology Lending Program will align perfectly to fit this need.

The program will provide access to the ebooks for the curriculum as well as other engaging curriculum and intervention resources in Math, Science, Reading, Writing, and Social Studies that would not be possible without the use of grant funds. Additionally, for identified students in need of home internet access who meet the program criteria as established by the district and in compliance with these guidelines, home internet access will be provided. The program will provide devices with internet access as well as curriculum materials, personalized learning tools, and content specific applications for writing/ELA, math, science, and social studies in order to allow students to 24/7 access to these important personalized learning resources. Coordination of resources is accomplished through the campus and district planning process as well as through the Technology planning process. The District Leadership Team and the Technology Committee work together to maximize resources.

Device resources are shared by all teachers and students on a campus in order to maximize the efficiency and effectiveness of the program. There will be no "extra" devices, they will all be actively used by targeted students through the program in order to access their ebooks and other critical curriculum materials. Through the campus and district technology and planning committees, the resources available to meet student's needs are streamlined to ensure effective use and implementation.

The district has already purchased devices as well as other technology resources which will be merged with the new devices to create an efficient, effective technology lending program. Resources already in place include a whole range of programs and instructional supplements such as Discovery Education Streaming, Edmentum products (Reading Eggs, Exact Path, Plato, and ESL Reading Smart), Worldbook Online, and other high quality, scientifically research based web resources/software. Other resources in place include classroom desktop computers and projectors, interactive white boards, and internet access campus and district wide.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan is to provide internet access and devices to the students, who have been identified as high need, and who are in need of a device and internet access, for use at home. Students will be identified based on economic data and surveys sent home to parents to verify they do not have internet access or computers in their homes. The survey will help to ensure that the targeted population of students without internet access at home will have access to a lended device and a broadband card, thus providing a device and internet access to the home of those students in need. The broadband device will be obtained by the district. In the standard contract, technical support is available to the students, to ensure that there will be adequate support from the broadband provider in the event that students may be experiencing internet connection issues. In order for the district to ensure access to the internet for those students who do not currently have it in their homes, the number of students to be provided internet access at home will be limited, ensuring that the allotted budgeted amounts will be sufficient to provide internet to the identified high need students. The plan also addresses device failure and timely delivery of replacement devices as needed. Students will have a direction connection with the broadband provider in the event a service issue is identified with a broadband device. The school, when needed, will ship back and receive any devices needing servicing.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SWPS features a TEKS and CCRS aligned curriculum to prepare students for career and college success, with core subjects as the foundation and electives offered such as Health, PE, foreign languages, art, and career and technology. Based on periodic benchmarks, if a student does not master a skill, additional instruction and support is provided to close the gap. With the implementation of STAAR, SWPS has made efforts to increase the rigor of the curriculum as required by the increased rigor of the state assessment. SWPS is seeking to maximize instructional and intervention time so that students are able to learn more difficult and complex curriculum in a shorter period of time.

In order to reach mastery of a more difficult, complex curriculum, SWPS has implemented several computer based programs such as such as Discovery Education Streaming, Edmentum products (Reading Eggs, Exact Path, Plato, and ESL Reading Smart), Worldbook Online, and other high quality, scientifically research based web resources/software which have been successful with identified students to provide the depth and complexity required. In addition, the district has utilized small sets of devices to provide enhance "lab time" in the different content areas. Interactive white boards, and other technology have been consistently implemented in order to bring the curriculum to life for students. Additionally, with the proposed implementation of a 1:1 program, teachers are planning to use materials that will engage students through the devices so that class time can be structured so that students can learn to think at higher levels of Bloom's taxonomy.

SWPS is already adjusting instructional delivery but seeks further enhancement by adding the 1:1 device ratio. Through use of devices and ebooks in core content areas combined with the strong management that the district has in place, our students will receive the enhanced resources to bridge the gaps that we face. As part part of SWPS 21<sup>st</sup> century goals, adding the use of devices in every area of our curriculum and at the 1:1 ratio will greatly increase our student's proficiency in technology. We know that if students are going to be effective and efficient in the workplace, they will need not only basic computer skills but also higher level technology skills that combine communication with higher level analysis skills which they can begin to develop at this critical phase in their lives through the 2018-2019 Technology Lending program at SWPS.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Electronic instructional materials are currently being used throughout the district in every core subject area and grade level. In general use, programs such as Discovery Education Streaming, Edmentum products (Reading Eggs, Exact Path, Plato, and ESL Reading Smart), Worldbook Online, and other high quality, scientifically research based web resources/software are utilized to enhance student learning by encouraging students to read, think, summarize and then present their work in unique ways to communicate about and to demonstrate their learning and to provide additional lab time, virtual fields trips, and experiences to connect students will real-world and relevant content.

Content specific instructional materials are used according to student needs. In Reading/ELA, Reading Eggs, Exact Path and Plato are utilized to maximize student reading fluency and comprehension. In Math and Science, the district will be using the Math and Science ebooks on the Pearson Access platform as well as Mentoring Minds.

SWPS has been systematically training teachers to increase their knowledge and skills in classroom instructional technology by providing training each year. Through Technology Support staff at each campus, staff and students receive daily support as needed to utilize technology more effectively. Lesson plan adjustment time is being built into teachers' work days so that they can effectively make lesson adjustments to maximize not only the new hardware but the new software which are being constantly added to the 21<sup>st</sup> century environment.

Although the district is using electronic instructional materials effectively, students do not have enough time on task to keep up with the challenges of the coming years. If our students are going to be successful in college and career, our teachers and parents must learn how to maximize the tremendous curriculum resources available in a way that does not underestimate our students ability to learn. Our constant goal is to ensure that every student not only has access to technology but that the technology and curriculum is truly teaching our students to be able to analyze, evaluate, plan, think, and express themselves effectively in ways that make the world and our classrooms a better, more healthy, safer place – which is more and more connected to the real-world.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The infrastructure in the District is adequate to support students' anticipated use of devices provided by the grant at the participating campus. Currently the participating campus has a 1 gb fiber optics connection protected by a CIPA compliant firewall. The district technology administrator is working to ensure that an infrastructure model exists so that a portion of the bandwidth is dedicated to school provided devices. The current infrastructure is more than adequate to provide students the ability to access and download class files and other digital content; to complete an assessment without network disruption, and even provide online conversations with fellow teachers or students to enhance the students' learning experience. According to Learning in the 21<sup>st</sup> Century, Blackboard and Project tomorrow, "Device Decisions Made Easy", January 2014, 87% of IT professionals rank wireless networking as the most important technology upgrade for a school. The wireless network infrastructure has been one of priority as the district has focused on ensuring that the wireless infrastructure is able to handle the load of possibly up to 20 users per WAP device. This has been addressed as the campus has Cisco and Extreme wireless access points, controller based, that will provide connectivity to participating student devices anywhere within 50 ft of the school building.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 015-807

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be administered on the participating campuses with the use of several strategies. The first will involve the use of the device and e-instructional materials inventory which will be kept in the technology department share drive, accessible to a select group of educators. The school will also have a list of those students who have been identified as "in need". This list will contain important demographic data including economic status based on free/reduced lunch PEIMS data and data from home surveys establishing need for internet access at home. No devices will be checked out until all parents, students, and teachers have been trained on the Acceptable Use Policy of both devices and broadband cards. These policies will have a clear list of responsibilities and consequences for violations.

The check-out and check-in process will operate as follows: By the second week of school, the students who will be receiving devices and/or broadband hotspots will be identified, parents will be notified, and acceptable use and hardware accountability forms completed. During the sign up process for students identified as "in need", a training will be conducted for parents and students to establish acceptable norms, understanding how technical support will work while at home and a number to the broadband cards vendor in the event connectivity issues arise while at home. The check in process will be within the last two weeks of the school year.

The technology coordinator, instructional materials liaisons, and principals will be responsible for adhering to the check out/in processes. As competing needs arise, the committee will use data from PEIMS (free and reduced) and student achievement data on state/local assessments, home survey data substantiating the need for internet access, as well as teacher feedback. The process that will be used to maintain the technology lending equipment in proper working condition will involve periodic temporary check in of devices throughout the school year (at least four times). An online form will be made available to submit issues with maintenance and the district will reply/provide instructions for returning equipment in need of repair/replacement. At the end of year check in, the devices will be inventoried/re-imaged to create a new configuration for the upcoming year. This process will be evaluated for efficiency/effectiveness and to identify problems in the process of check in/out, device repair and reconfiguration, as well as vendor provided support.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local policy requires that each device be registered and tracked through a reliable tracking program. The devices will be numbered and the tracking software enabled on each device. The district will utilize a management software program that allows the district to only allow access to certain web sites so that students can not randomly view internet content. The management software also tracks the devices so that administration can easily know the status of a device. Regular checks of devices are scheduled on a periodic basis so that students will not lose track of their device without the school knowing. If a device is lost, stolen, or damaged, the district will make sure that appropriate notifications are made within 48 hours to either have their device repaired or replaced so that the student will be able to have a repaired device within a reasonable time frame as established by the district technology department.

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